

**INTEGRATING MIGRATION EDUCATION
INTO
SOCIAL SCIENCE CURRICULUM
AT
SECONDARY STAGE**

**REPORT OF THE NATIONAL WORKSHOP
NOVEMBER 13 – 14, 2000**



**International Relations Division
National Council of Educational Research and Training,
Sri Aurobindo Marg, New Delhi – 110 016.
India**



MAJOR POINTS OF THE WORKSHOP

The workshop covered various problems and dimension of introducing Migration Education in schools. Migration, it was noted had become a common phenomenon in the present day world. The observations of the experts followed by discussions suggested that Migration Education has to be an integral component of the Social Science curriculum at the secondary level. From the presentations, observations and discussions in the workshop, the following major points emerged:

1. Strategies to integrate migration education component into Social Science curriculum should be developed.
2. Teachers would be the main imparting agencies for Migration studies. Hence Teacher Education curriculum should also incorporate it as a significant area.
3. Since the changing of the Social Science curriculum is a long drawn process, in the first instance migration education has to be introduced as a pilot project so as to obtain experiences which will facilitate its wider introduction.
4. Criteria regarding location of the pilot project should be laid down carefully because in places where there are no migrant children, it will have little relevance only.
5. For inculcating tolerance among students, teachers and the community at large, culture of peace and adjustment have to be taken as the basic and important aspects of migration education while designing the curriculum and transactional strategies for it.

INTEGRATING MIGRATION EDUCATION INTO SOCIAL SCIENCE CURRICULUM AT SECONDARY STAGE

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CHAPTER – I

Introduction and Objectives

In the present day world, the threat of war between nations appears to have been reduced as a result of greater international cooperation. Civil wars however continue to occur more frequently. While nation-building and nationalistic ideology have temporarily diminished potential ethnic and religious conflicts, these have re-emerged as a result of major political changes and economic restructuring. Another factor which has increased the potential for civil discord is the rapid increase in human mobility and process of globalization which have led to a greater awareness of group identities and deprivations. This process has not always contributed to better understanding of other cultures or cross culture appreciation and tolerance but often resulted in increased mutual fear and suspicion among peoples of different cultures, ethnicity or religion. The situation has aggravated as the growing world population competes for resources which are becoming increasingly scarce.

Migration has always been part of human histories. Whether driven by shortage of food, quest for a better life, wars or a spirit of adventure, the propensity to migrate has been a part of the human condition. Indeed, human mobility and migration have been the source of enriching cultures and civilization. Migration is now a major factor of social reality. It has created major and complex social, political, economic and cultural scenarios, both in sending and receiving countries. Migration is likely to accelerate in future; consequently, future communities will tend to be increasingly multi-cultural and multi-ethnic. Conflicts among groups and current instances of cultural intolerance are powerful reminders of the importance of, and need for 'Learning to live together'.

Education has been an integral component of social and economic development and one of the most important means to improve the quality of life of people. It is an important instrument to effect social change. It awakens creative potential of each individual, shapes attitudes, inculcates values and promotes freedom of choice. It has been accepted repeatedly and world wide that regardless of the specific issues – environment, population, social development, human rights, education is the key to urgently bring about needed changes in our current approaches and attitudes.

Teaching migration education will, it is expected, lead to better understanding and appreciation of others. It will contribute to a better informed population whose approach and decision making capabilities will be developed in a positive direction. Migration education aims to promote better inter-community relations and prepare young people for living in the multi-cultural world. Migration studies will provide and reinforce values, skills and knowledge which form the basis of respect for peace and understanding and appreciation of social justice. Migration education through responsible teaching, can promote in students a more pleasant approach to their neighbours. It can show the linkages for sustainable development by examining roots and causes of migration.

UNESCO feels that the disturbing trend of increase in community violence often resulting from discriminatory practices against migrant and ethnic groups, need to be addressed on a priority basis. Hence its programmes and activities for the years ahead have been directed towards “working to change behaviour, to shape values and to promote the institutional changes needed to eradicate the deep seated causes of violence and conflict.” “Integrating Migration education into secondary school social science curriculum”, a project of UNESCO, will be a positive step towards building peaceful societies. The long-term objective of this project is to promote better understanding of global forces behind population movements and greater understanding of circumstances, cultures and traditions of both migrants and host communities.

In its first phase, the project has been given for implementation in three countries. India, Thailand and Fiji, one from each sub-region of Asia-Pacific. It is in this context that a national workshop on “Integrating Migration Education into Social Science Curriculum at Secondary Level” was held in the National Council of Educational Research and Training on November 13 and 14, 2000. The workshop was attended by a galaxy of learned people including educational planners and administrators in India and other countries. Mr. Malama Melesiea, Regional Advisor for Social and Human Sciences in Asia-Pacific, Prof. Moegiadi, Director, UNESCO Office, New Delhi, Prof. J. S. Rajput, Director, N C.E R T., Prof. T.N. Dhar, an educationist and Prof. O.S. Dewal, Advisor to the Director, N C.E.R.T and eminent Professors from Jawaharlal Nehru University were amongst those who participated in the deliberations of the workshop.

The main objectives of the Workshop included:

1. To identify a working group for developing curriculum of Migration Education.
2. To concretize issues for developing subject wise curriculum content in Social Sciences i.e. History, Geography, Civics and Economics.
3. To deliberate upon strategies for implementation of curriculum at secondary level.

Regarding objective No.3, during the meeting strategies for implementing curriculum at secondary level were examined. Identification of specific categories of migrant children, development of curriculum content and strategies for its implementation in relation to their situation were also discussed. However, it was felt that without a firm commitment to support the pilot project being sanctioned or approved, it will be too premature to discuss strategies for implementation of curriculum at secondary level.

CHAPTER – II

Proceedings of the Workshop

The National Workshop on “Integrating Migration Education into Social Science curriculum at Secondary School Level” was held in the National Council of Educational Research and Training (N.C.E.R.T) on November 13 and 14, 2000. The first session of the Workshop was chaired by Prof. T N Dhar. After a brief introduction of the participants, the Project Coordinator, Dr. O. S. Dewal in his introductory address spelt out the objectives of the Workshop. He stressed the need for integrating Migration Education in the secondary level curriculum. He enlightened participants about the basic idea behind the project. Prof Dewal suggested that curriculum at secondary level may consist of the knowledge aspect of migration education and formation of attitudes and mind sets associated with migrating group.

This will help students develop a broader vision about “otherness”, to accept others and learn to live together. Ultimately, this will help in promoting a desire for peace among the young minds who would become tomorrow’s leaders. With these broader aims and objectives and understanding, the project was envisaged and has been launched in India, Thailand and Fiji. He informed the group that in India, the project was progressing according to schedule. He invited participants of the workshop to give concentrated thoughts in concretizing the idea of introducing Migration Education in School Curriculum.

In his remarks on the ‘Introduction to the Workshop’, Dr. Malama Melesiea, the UNESCO Regional Advisor for Social and Human Sciences in Asia –Pacific, Bangkok stated that migration was a global phenomena. Conflict is a part of social change and it will remain so forever. It has to be accepted and strategies have to be worked out to make it meaningful. Migration is increasing in the present day world. He emphasized the need for promoting culture of tolerance and adjustment and acceptance of multi-cultural societies. He further elucidated that in today’s world, where there was the problem of population and shrinking of resources, migration has become a sensitive issue. In order to maintain peace and harmony, state alone cannot maintain peace and harmony by enforcing law and order. Education has a greater role to play; it alone gives a chance to people to start thinking about future life in order to become willing partners in the process of peace. He expressed

happiness that the project is in the hands of a competent and expert organization like the NCERT. He thanked the NCERT and UNESCO, New Delhi office for organizing this workshop on the theme of such great importance

Prof. Moegiadi, Director UNESCO Office, New Delhi expressed hope that the workshop would come out with an effective module for Migration Education as an integral part of Social Science curriculum for secondary education. He stressed the need for sincere efforts to implement the Migration Education programme at the secondary level. While referring to the introduction of Migration Education as part of the academic stream, he suggested that it could be made a part of the curriculum on the same pattern as Population Education, Environmental Education, Human Rights Education and Health Education are. He expressed his fear that introduction of Migration Education may lead to an increase in the curriculum load. The workshop will, therefore, have to pay attention to issues like how to introduce Migration Education so that it does not increase the work load. He also referred to the recommendations made by 'Commission on Education' set up by the UNESCO under the chairmanship of Jacques Delor. 'Learning to live together' has been indicated as one of the important pillars of education in the report. Taking note of this recommendation, migration education, would teach pupils as to how to live together maintaining peace and harmony.

Prof. Dhar, the Chairperson of the Workshop, stressed the need to know the nature of migration and whether it was willing or forced. In his opinion, non-voluntary forced migration poses more serious problems. He also emphasized that both curricular and non curricular aspects would have to be taken care of while drafting Migration Education curriculum. Migration Education programme should enable students to be rooted in the culture to which they belonged, it should promote an understanding and appreciation of the culture of migrants and also the ability to live together. In his view it was imperative for educational planners and curriculum developers to address the basic question of cultural roots of migrants. While referring to the psychological dimension of the problem, he said that the Migration Education should also address the psychological question of adjustment and what could be done through curriculum to help migrant children to develop confidence and faith in themselves so as to function effectively in the different environment in which circumstances have compelled them to live. Thus Migration Education should take care of academic issues related to educational management, law and order along with psychological problems of adjustment of the migrant children.

In the second session of the first day of the workshop, participants expressed their views on different aspects of Migration Education and implications of its inclusion in the curriculum. Among others, some of the significant points made included the following:

- (i) A distinction would need to be made between migrants who move from one part of the country to another and migrants who come from other countries. While in case of the former, there are substantial social and cultural similarities between migrants and hosts, the latter might come from social and cultural backgrounds which are somewhat different from the local population. In their case, it could be reasonably expected that they would return to the countries of their origin when situation which compelled them to migrate become satisfactory for their return. The differences in the two categories of migrants would have to be kept in view while designing curriculum on migration education and the strategies for its transaction
- (ii) Education of migrants would need to promoting among the migrants with knowledge and skills which enable them to cope with the environment in which their circumstances have placed them. Simultaneously, the host population would need to develop an awareness and appreciation of migrants' difficulties and the desire and ability to assist in their adjustment to new situations
- (iii) In dealing with migration education, teachers would need, besides information and knowledge, attitudes which enables them to deal with migrant children with sympathy. As an important strategy for effective migrant education, orientation courses would need to be organized for teachers. Since migration of large groups, particularly from one part of the country to the other, will continue there is need to involve migration education in teacher education curriculum
- (iv) Considering that very little exposure is available in regard to migration education, the proposal to launch pilot projects is welcome. These projects, with sufficiently large coverage and taking into consideration various situations in which migrants of different origins are placed, are likely to provide experiences which will help in designing programmes and strategies of wider coverage.

Prof. Malama Melesiea stated that migration education should be a concern of all of us as it concerns the larger issue of bringing peace to human society. "Learning to appreciate different cultures" is the basic idea of this exercise. He explained about the Indian situation, where migration is mainly in the form of movement of rural population to urban areas. In this case, the question arises as to what should be taught to rural school children where mostly students are of the same locality without any migrants. In such cases, greater emphasis needs to be laid on the issue of peaceful co-existence. A few questions like, "Should Migration Education be in the form of a pilot project initially restricted to certain areas? Or should it be for all?" were also raised. In the opinion of Mr. Malama Melesiea, integrating migration education will cultivate values like tolerance, equality and cooperation amongst the students. While speaking on the position of the project in three countries, he apprised that this project has already started in India. In Thailand it has been accepted enthusiastically due to its educational significance. However, the project is facing some problems in Fiji due to recent political developments. At the same time, it has been decided to include migration education in citizenship education.

Mr Malama Melesiea discussed in details how the knowledge of migration education would be useful for children to become good citizens in future. He reiterated that this should be the central point of the strategies to be developed. He highlighted administrative, academic and financial issues that would likely affect the launching of the pilot project. He further expressed that since the target group for migration education is general social science students, a thematic approach would be meaningful and the approach should be interdisciplinary. Teachers working at the ground level should be involved while working out the details.

During the discussion, it was also felt that the school authorities, teachers in particular should know the special background of the migrant children, their specific problem, their mind set, and their cultural background. The institutions should also try to explore the commonalities between the migrants and the locale where they now live.

Prof. Aslam Mahmood, Professor from Jawaharlal Nehru University discussed the problems related to introducing migration education in school curriculum. He informed members of the workshop that at present there was a dearth of material on migration education at school level. Hence there was need to prepare materials. He clarified that the main aim of the exercise is to

facilitate the development of values like culture of peace, and maintaining the feeling of security. It is not adding to the curriculum load on students, but to promote the culture of peace and feeling of living together which can be promoted by cultivating “value to tolerate” which is the gist of migration studies. He felt that the main expectation from this working group is to suggest a strategy which by making slight intelligent twist according to the need of different subjects of Social Sciences along with some basic values like tolerance, cooperation and sense of togetherness can be introduced in the secondary school curriculum.

Some members of the group had the notion that migration education approach paper envisages different kinds of education for migrants and non-migrants. It was clarified that the curriculum of migration education has to be uniform as the primary objective is to imbibe the sense of togetherness and understanding others to create an international understanding among the students. This (uniform curriculum) will enable the students (even in the areas where there are no migrants) to learn to appreciate the other cultures and to have a mutual understanding.

The second session of first day ended with the concluding comments by Prof. Dewal. He felt that the State Education Boards, through a proper process, would need to change the curriculum. As this would take long time, pilot approach would be easy to begin. Re-engineering of education system is left to other agencies and the structural change is usually a long process, it can not be done in a short span of time. However, task has to be undertaken within certain limits, by selective and pilot approach.

The afternoon session began with a brief introductory background by the Chairman. He explained why this should be a pilot project. He stated that India has different migrant groups with typical characteristics requiring different modules for different groups. In his opinion the strategy to include migration studies for both migrants and for non-migrants has to be different.

Prof. Dewal drew the attention of the working group towards certain points to be taken seriously while designing the curriculum and strategies for implementation of the same. They include among others, the thrust of the pilot project and its location and duration, integration of contents of migration studies in Social Sciences curriculum contents, evaluation scheme,

weightage for each component of Social Science and the rationale for introducing the contents of migration studies. He also invited comments from participants on special training required for teachers about migration education

In his address, Prof J.S. Rajput, Director, NCERT indicated that NCERT has prepared a revised curriculum framework which would be released on November 14, 2000. He added that NCERT will repeat the process after collecting opinions and through discussions with different individuals and groups. The issue of migration education is crucial in the light of UNESCO's report which emphasizes 'learning to live together' and 'social cohesion'. He desired that the NCERT should respond to several factors related to migration education including political, economic, social and cultural issues; one pilot project might not suffice to achieve the goal of designing curriculum and strategy relevant to all the situations. In his opinion, teacher education must also be updated while introducing migration education in the curriculum. Prof. Rajput also emphasized the need for decentralized curriculum which reposes faith in teacher's commitment abilities and takes into consideration of local needs. He concluded with the hope that the group would provide guidelines to NCERT for working out effective strategies to design the modules for migration education.

Last session was confined to the group work. In groups the main issues were discussed. Participants were divided into three groups on the basis of subjects for designing strategies and suggesting the Curriculum for Migration Education in Social Sciences. The groups have designed the strategies for Migration Education in the components of Social Sciences- History and Civics, Geography and Economics. Each group was expected to prepare a report giving rationale, objectives, curriculum contents and scheme of migration studies in their subjects areas. The group work continued on 14th November 2000 too and each group submitted its report. The group reports are given in the following section.

CHAPTER, – III

Reports of the Core Groups

History & Civics

The Core Group on History and Civics examined the background material provided in the workshop and the CBSE syllabus. They offered the following suggestions'

Rationale

Migration education can be incorporated in History and Civics courses to make students understand the concept of migration, its causes and consequences and also to imbibe the concept of 'Togetherness' and the 'Culture of Peace'. It would also enable students to become better citizens and to lead a harmonious life.

Migration can be discussed in History and Civics by taking note of different topics of migration, for example migration for economic reasons and migration for non-economic reasons. The rationale behind teaching migration education in History is that history of the world has witnessed incidents of migration and its impact on social, ethnic, political and religious scenarios. Migration for economic reasons takes place when people move to other areas in search of better economic conditions.

Since one of the purposes of education is to help individuals to lead a harmonious life and to understand their fellow beings, migration studies can be more effective by included in civics syllabus of standards IX and X. Abiding by the law of the country, respecting the rights of others and carrying out one's duties to the society are certain values which can be imbibed through migration education. This will help students to inculcate the feeling of togetherness and oneness.

Objectives

History

- 1 To develop an understanding among students of the concept of migration, causes and consequences.
- 2 To sensitize students to the phenomena of migration and its impact on society.
- 3 To understand the interlinkages between societies and cultures.

Civics

1. To develop the feeling of togetherness while understanding duties and rights of citizens.
2. To develop attitudes to respect other cultures and societies.

Curriculum Contents

Class IX (History)

Title of the Unit

Suggested topics of Migration Education

Ancient Civilization

Migration concepts. Why and How?

Indian Civilization

Entry of new elements--Include various migratory movements in and out of India for both economic and non-economic reasons. Movement of Indians to South and South East Asia. Spread of culture and religion

Trade, Commerce and Colonialism

Problems arising due to migration: Conflicts and tension; Assimilation of migrants

American Revolution

Highlight the already mentioned problem of slavery.

Project Work

Cultural Heritage of India

To collect data and information about migration of various communities in and out of India

Class IX (Civics)

Title of the Unit

Suggested topics of Migration Education

Citizenship

Duties and rights of migrants can be discussed in the chapter, "Citizenship: Duties and rights."

**Class X
(History)**

Title of the Unit	Suggested topics of Migration Education
Imperialism	Causes of migration and related problems. Colonialism and its impact.
World War I	Refugees migration –problems and conflicts
World War II	Refugees migration-problems and Conflicts. About United Nations High Commission for Refugees.
Indian Struggle for Freedom	Partition -causes and consequences.

**Class X
(Civics)**

Title of the Unit	Suggested topics of Migration Education
India as a land of diverse and Composite culture	Role of migration in formation of a synthetic Indian Culture.
Challenges facing our country today	Consequences of in migration and out migration.

Economics

Rationale

The rationale for incorporating migration education as part of Economics Course in Classes IX and X may be derived from the fact that the subject is basically one dealing with problems of resource allocation. Migration, whether national or international, plays a major role in reallocation of resources by the forces of supply and demand in an economy. With world entering the phase of globalization, migration plays a vital role in shaping the economy of countries. It has substantial impact on many countries, both developed and developing

Given the distribution of weightage to Economics in Social Science at secondary stage viz. 20% for class IX and 10% for class X, one has to realize that the scope of the subject itself is very limited. The objective of incorporating migration studies into Economics is basically to introduce the mechanism of migration so as to sensitize students to this phenomenon.

Objectives

The main objectives of teaching migration education as part of Economics Course in Classes IX and X would be as follow:

- (1) To develop an understanding of nation's stock of human resources and their possible uses and misuses (wastage through migration of labour and brain drain) in terms of employment so as to optimally exploit physical and natural resources;
- (2) To understand interlinkages across the sectors of agriculture, industry, services; therein rural, urban, metropolitan, etc..., and the role of migration.
- (3) To familiarize students with migration as a determinant of supply of labour as a factor of production and factor for endowments of human capital.

Curriculum Contents

Class IX

Title of the Unit

Suggested topics of Migration Education

Unit 1 Understanding an Economy:

Resource allocation: factor endowment can change through human capital formation and migration.

Economic migration is normally found from developing to the developed countries.

Labour intensive, contribution of migrant labour, cheap labour.

Unit 2 An overview of the Indian Economy

- (i) The Indian Economy – Internal migration; international migration of both service workers (Fiji, Trinidad & Tobago, Mauritius Middle East) and knowledge workers (modern migration to Developed Countries like UK, USA, America). Question of Brain Drain and the question of Diaspora and formation of Transnational communities through globalization and the effort on skills, values and attitudes.
- (ii) Significance of various sectors in the national economy with focus on migration.
- (iii) Replace unit on food supply with a unit on migration education.
- (iv) Human Resource Development: Population and Economic Development - Impact of migration through remittances or transfer of technology and return migration
- (v) Unemployment in nations and migration.

Project Work

- 1. To conduct a sample survey of a locality to find out the relationship between income and size of the family
Add reasons of differences through migration, if any

Class X

Unit 1 Towards Economic Development

- (i) Internal migration from less developed areas (labour surplus) to more developed (labour short) areas
- (ii) Role of skilled and unskilled local and migrant labour in promotion of large scale industries. Service sector to be introduced which is responsive to migration

(iii) Service sector and employment structural change and its relation with migration

(iv) Foreign trade to be divided into goods and services and migration to be mentioned under services

Unit 2 State as an agency for Economic Development

Question of utilization of remittances, lack of policy to encourage or discourage migration.

Providing peace and security as conducive to Direct Foreign Investment so that emigration is reduced. Role of state in transforming the objective of human development led welfare into human development led growth where migration will have the scope to contribute.

Geography

Rationale

Geography curriculum can include migration education with the purpose of enabling students to understand the causes, consequences of migration and the contribution of migrating population. The phenomenon of migration from ancient times to Industrial Revolution contributes to the development of geo-physical environment. Concepts like in-migration and out-migration, settled, nomadic and transhuman communities, growth of population, movement of people from rural-agriculture areas to urban-industrial areas can highlight migrants problem and their contribution.

By incorporating migration education in Geography, students can be made to understand that migration is an inevitable phenomenon for the growth and development of human society as a whole.

Objectives

1. To develop an understanding among students regarding concept of migration, causes and consequences of migration
2. To develop an appreciation among students regarding role of migrants in development process

Curriculum Contents

Class IX

Title of the Unit	Suggested topics of Migration Studies
Unit 4 Human Interaction With Economics	(i) Migration-Introduction (ii) Concept of Migration (iii) Types of Migration Migration-Emigration – Immigration – in-migration – out-migration – international and internal- migration (with examples)

Class X

Title of the Unit	Suggested topics of Migration Studies
Unit 3 Population Distribution	ii. Process of migration and its related factors affecting issues. iii. Streams of migration with examples, iv. Causes of migration push and pull factors. v. Consequences of migration – urban overpopulation , rural depopulation. vi. Inter-linkage with process of development – regional imbalances.

Teacher Training Component for Migration Studies

All the three core groups suggested that migration education should be incorporated in teacher training curriculum so that teachers are sensitized to the positive as well as negative aspects of migration. In-service training and orientation courses may be conducted to orient resources persons and also to produce resource materials for teachers.

ANNEXURES

NCERT: An Overview

NCERT : An Overview

The National Council of Educational Research and Training set up in 1961, is a multi-institutional and multi-departmental organization with a mission to advise and assist Central and State Governments and other institutions for promoting educational development especially in school education. It has eight constituent institutes: National Institute of Education (NIE), Central Institute of Educational Technology (CIET), both located in New Delhi, Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE) in Bhopal, and five Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. Its activities encompass research, training, extension, material production including production of radio, films and educational video programmes supportive of school curriculum, publication and providing consultancy at national and international levels.

The main functions of NCERT include;

- (i) To conduct, aid, promote and coordinate research;
- (ii) To organize advanced level pre-service training programmes for educational personnel;
- (iii) To design model curricula for schools;
- (iv) To organize extension services for school education;
- (v) To develop and disseminate information on innovative learning and teaching practices;
- (vi) To act as a clearing house of ideas and information;
- (vii) To cooperate and collaborate with state education departments, national and international institutions for furtherance of objectives;
- (viii) To undertake All India Surveys and studies on educational policy planning and creating data on status of school education in the country;
- (ix) To undertake publication of textbooks and other teaching learning material for use of teachers and students;
- (x) To design and develop media programmes (radio, T.V, Films and computer software);
- (xi) To undertake programmes to promote vocationalization in education,

Organizational Structure

The Union Minister of Human Resource Development is the President of the General Body of the NCERT. The members of the General Body include the Education Ministers of all the States and Union Territories, the Chairperson of the University Grants Commission (UGC), the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education), four Vice-Chancellors of universities (one from each region), Chairman of the Central Board of Secondary Education, Commissioner of the Kendriya Vidyalaya Sangathan, Director, Central Health Education Bureau, Director of Training, Directorate General of Training and Employment, Ministry of Labour, a representative of the Education Division, Planning Commission, members of the Executive Committee of the Council and such other persons, not exceeding six, as the Government of India may nominate (not less than four of these shall be school teachers). The Secretary, NCERT, acts as the convener of the General Body of the NCERT.

The main body of the NCERT is its Executive Committee. The Union Minister of Human Resource Development is its President (ex officio) and the Union Minister of State in the Ministry of Human Resource Development is the ex-officio Vice President. The members of the Executive Committee include the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education); the Director, NCERT; the Chairperson of the University Grants Commission; four educationists with known interest in school education (two of whom shall be school teachers); the Joint Director, NCERT; three members of the faculty of the NCERT of whom at least two shall be of the level of Professor and Head of its Departments); one representative of the MHRD and one representative of the Ministry of Finance who shall be the Financial Advisor of the NCERT. The Secretary, NCERT acts as the convener of the Executive Committee.

The Executive Committee is assisted by several standing committees including; Finance Committee, Establishment Committee, Building and Works Committee and Programme Advisory Committee.

Departments/Divisions of NIE and their Educational Concerns

Department of Elementary Education

This department devotes itself to issues and problems related to

- (i) Pre-school and elementary education including research and development of prototype teaching-learning material and functions as the National Resource Group in teacher training, pedagogy and curriculum, as a part of the District Primary Education Programme (DPEP) jointly with the Department of Teacher Education and Extension; and
- (ii) Education of the non-enrolled and drop-out children includes research and development on prototype models of non-formal education, alternative schooling, studies related to open schooling for NFE, instructional material and training strategies for NFE personnel

Department of Education of Groups with Special Needs (DEGSN)

The Department concerns itself with issues and problems related to education of scheduled castes/scheduled tribes, minorities, disabled and other groups with special needs.

Department of Women's Studies (DWS)

The Department specializes on strategies for promoting education of girls

Department of Education in Science and Mathematics (DESM)

Issues and problems in the education of science and mathematics, research and development of prototype instructional material, designing and developing of science equipments are the major activities. In addition the Department coordinates organization of National Science Exhibition annually.

Department of Teacher Education and Extension (DTEE)

The Department conducts programmes for capacity building of teacher education institutions at state/block levels and academic support to the centrally sponsored scheme of teacher education. It also shares in the functions of the National Resource Group on training, pedagogy and curriculum jointly with the Department of Pre-school and Elementary Education. wherever required, the department helps in coordination with the National Council for Teacher Education (NCTE). Programmes on projects related to extension education are also conducted.

Department of Education in Social Sciences and Humanities (DESSH)

The major concerns pertain to working on issues and problems of education in social sciences and humanities, research and development of prototype instructional material. The Department conducts population education activities as a part of the National Population Education Project (NPEP).

Department of Educational Psychology and**Foundations of Education (DEPFE)**

Studies and programmes related to psychological, sociological and philosophical foundations of education; comparative education are undertaken. Further, their implications for school education are worked out and disseminated to other Department/Units for their use

Department of Educational Measurement and Evaluation (DEME)

This Department concerns itself with measurement and evaluation related concerns in school education; examination reform including continuous and comprehensive evaluation, and related research and development activities.

Department of Educational Surveys and Data Processing

Periodic thematic educational studies including All India Educational Surveys are conducted by the Department apart from providing assistance for data analysis and interpretation.

Department of Educational Research and Policy Perspectives (DERPP)

This Department has its foci promoting policy research in education; organizing activities for operationalizing 'think tank' function; undertaking, coordinating, sponsoring, and commissioning research and innovations in school education. It also performs functions of the ERIC Secretariat.

Department of Computer Education and Technological Aids (DCETA)

Issues and problems in computer education and related research and developmental activities in modern technological aids/multi-media educational support are undertaken. It also performs the functions of Computer Resource Centre.

Planning Programming Monitoring and Evaluation Division (PPMED)

The major role of this Department is co-ordination of educational programme formulation, monitoring of programme, implementation, evaluation of programme utilization by the target groups. It also conducts impact assessment of programmes of the constituents of the NCERT. The annual report of the NCERT is prepared by this Department

International Relations Division (IRD)

The Division devotes itself to co-ordination of international relations with educational institutions in other countries. It also serves as the academic secretariat of the National Development Group (NDG). It serves as the administrative wing of the NCERT for coordinating international training and other programmes.

Publication Department

The functions of this department are publishing school level textbooks, instructional and supplementary materials, journals and research monographs and journals

Division of Library, Documentation and Information (DLDI)

It looks after documentation of educational information and providing library services.

Central Institute of Educational Technology (CIET)

The Central Institute of Educational Technology (CIET), is located in New Delhi. It performs educational media-related research, development, training, production and extension functions, and provides academic and technical guidance and support to State Institutes of Educational Technology (SIETs).

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE)

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), is located in Bhopal. It organizes research, development, training and extension functions related to vocational education at senior secondary level. It also develops teaching-learning materials of use to teachers and students.

Regional Institutes of Education

The Regional Institutes of Education (RIEs) are located at Ajmer, Bhopal, Bhubaneswar and Mysore. They provide in-service training support to state and district level teacher training institutions in the school sector. Pre-service professional training to prepare school teachers

for teaching Science and Mathematics and teacher educators of Elementary Teacher Training Institutions is also offered by the RIEs. The RIEs cater to educational needs (pre-service and in-service education) of the States and UTs of the regions. They act as Regional Resource Institutions for school education and teacher education and activities in implementing the policies of the States/UTs and contribute to the implementation, monitoring and evaluation of the Centrally Sponsored Schemes

Field Offices

The Field Offices of the NCERT, mostly located in the State capitals, carry out educational liaison with the Departments of Education and other related institutions on problems and issues of school education. They also remain in touch with the states and their institutions to find out their requirements for educational support.

Programmes and Activities

The NCERT undertakes the following programmes and activities:

Research and Development

Being an apex national body for research in school education, the NCERT performs the important functions of conducting and supporting research and offering training in educational research methodology. The different Departments of the National Institute of Education (NIE), Regional Institutes of Education (RIEs), Central Institute of Educational Technology (CIET) and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) undertake programmes of research related to different aspects of school education and teacher education.

Besides conducting in-house research, the NCERT supports research programmes of other institutions/organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. theses. Research fellowships are offered to encourage studies in school education to create a pool of competent research workers. It also organizes courses for educational research workers.

The NCERT also sponsors educational research in the country. It has computer facilities for storing, processing and retrieval of data. It collaborates with international agencies in inter-country research projects.

Developmental activities in school education constitute an important function of the NCERT. The major developmental activities include development and renewal of curricula and instructional material for various levels of school education and making them relevant to the changing needs of children. Instructional material in school education in the area of pre-school education, formal and non-formal education, vocationalization of education and teacher education is specially attended to. Developmental activities are also undertaken in the domains of educational technology, population education, education of the disabled and other special groups.

Training Activities

Another important dimension of NCERT's activities is the pre-service and in-service training of teachers at various levels; pre-primary, elementary, secondary and higher secondary, and also in such areas as Vocational Education, Educational Technology, Guidance and Counselling and Special Education. The pre-service teacher education programmes at the Regional Institutes of Education (RIEs) incorporate innovative features such as integration of content and methodology of teaching long term internship of teacher trainees in the actual classroom setting, and participation of students in community work. The RIEs also undertake the training of key personnel of the states and of state level institutions and training of teacher educators and in-service teachers

Extension Activities

The NCERT has comprehensive extension programmes in which various Departments of the NIE, RIEs, CIET, PSSCIVE and the offices of the Field Advisors in the States are engaged in various ways. It works in close collaboration with various agencies and institutions in the states and also works extensively with Extension Service Departments and Centres in teacher training colleges and schools with the purpose of providing assistance to various categories of personnel such as teachers, teacher educators, educational administrators, question paper setters, textbook writers.

Conferences, seminars, workshops and competitions are organized as regular on-going programmes as a part of the extension activities. Several programmes are organized in rural and backward areas in order to reach out to the functionaries in these areas where special problems exist and where special efforts are needed. Special programmes are organized for the education of the disadvantaged sections of the society. The extension programmes cover all states and union territories of the country.

Publication and Dissemination

The NCERT publishes textbooks for different school subjects for classes I to X. It also brings out workbooks, teacher guides, supplementary readers, research reports, etc. In addition, it publishes instructional material for the use of teacher educators, teacher trainees and in-service teachers. These instructional material, produced through research and developmental work, serve as models to various agencies in States and Union Territories. These are made available to state level agencies for adoption and/or adaptation. The textbooks are published in English, Hindi and Urdu.

For dissemination of educational information, the NCERT publishes six journals. 'The Primary Teacher' is published both in English and Hindi and aims at giving meaningful and relevant educational inputs to primary school teachers for direct use in the classroom; 'School Science' serves as an open forum for discussion on various aspects of science education; 'Journal of Indian Education' provides a forum for encouraging original and critical thinking in education through discussion on current educational issues; 'Indian Educational Review' contains research articles and provides a forum for researchers in education; and 'Bhartiya Adhunik Shiksha' published in Hindi, provides a forum for encouraging critical thinking in education on contemporary issues and for dissemination of educational problems and practices. Besides these, a house journal called "NCERT – News Letter" is also published every month in English and Hindi.

Exchange Programmes

The NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, UNFPA and the World Bank. It has been offering training facilities, usually through attachment programmes and organization of need based training programmes for sister nations. Another feature is to seek participation of experts from International Organizations and neighbouring countries in the seminars, conferences and workshops on themes of mutual interest.

**Integrating Migration Education into Social Science
Curriculum: An Approach Paper**



**International Relations Division
National Council of Educational Research and Training,
Sri Aurobindo Marg, New Delhi – 110 016.
India**

**Integrating Migration Education in Social Science Curriculum:
An Approach Paper**

NCERT in collaboration with UNESCO Regional Office for Asia Pacific, Bangkok has taken up a project on Migration Education, the mega objective of which is to include migration studies into secondary schools in order to make students aware about various issues, negative as well as positive, relating to migration and to promote in their minds positive attitude towards peace and sustainable development. Migration is not only a demographic process, it has also social and economical consequences which should be stated comprehensively and critically and students should be made aware about its implications.

Migration is not a localized phenomenon, it is a worldwide phenomenon and people migrate to and from places with various motives. These movements have sociological, economical, educational and behavioural implications. It has been realized that the children should be taught the values of tolerance, respect for others and an attitude of sharing and caring for others. Attitude of dialogue, discussion should be enhanced and openness to other cultures should be promoted. Children should be taught that human civilization is the product of mutual enrichment among cultures and people. Culture, in its most meaningful sense, implies tolerance and openness to others. In Indian context this thinking fits well as the Indian perspective views the world as one big family (Vasudheva Kutumbakam).

In this direction NCERT has already initiated the process and prepared a background paper on “Integrating Migration Education into Social Science Curriculum” giving basic introduction of the subject. This paper runs into three sections; the first relates to the analysis of social science curriculum with reference to migration issues, the second deals with the major concepts and issues relating to migration and the third deals with various aspects that need to be looked at closely to integrate migration studies in social science curriculum at the secondary level. The present workshop is part of the comprehensive UNESCO project that would be launched in India, Thailand and Fiji. Country papers developed under this project will form the base of Curriculum Framework. A draft Curriculum will then be developed and

a pilot project would be launched. On the basis of experiences gained on the pilot project the Curriculum Framework for migration education would be finalized.

This workshop is being organized in the Conference Hall, First Floor, Zakir Hussain Block, NCERT, New Delhi on November 13 –14, 2000. The objectives of the workshop are to concretize issues and develop curricular contents, subject wise

The activities of the workshop will run in five groups, History, Geography, Civics, Economics and Political Science. Each Group will have about 4-5 participants who would reflect on issues and rationale, objectives, subject-wise content, weightage and evaluation scheme.

Each group will be led by a resource person. In the group work a comprehensive note will be developed which will give a holistic picture of migration education with reference to social studies at the secondary level. The proposed matrix would be as given in the table below:-

Subjects Aspects	History	Geography	Civics	Economics
Rationale				
Objectives				
Content				
Weightage				
Evaluation Scheme				

Need for Inclusive Education

Delors Commission (UNESCO, 1996) brings out forcefully the role of education in promoting social cohesion. This argument has very close relationship to and a bearing on the study of migration education. It is evident that in most of the countries, there is a crisis of social cohesion. Obviously there are various reasons for social disruption and social tensions. Differences of caste, religion, language, regional disparities and poverty may be some of the factors, which consciously or unconsciously create barriers to social cohesion and generate tendencies of isolation and marginalisation. The fellow feeling gets diluted and spirit of cooperating collapses. In this framework, migrants become the target of exclusion. The only remedy is that the migrants should not be considered as an alien group. They should be considered part and parcel of the mainstream and get absorbed. In this context education has to play a decisive role

Delors Commission devotes a full section on education versus exclusion and brings out the point that education should not contribute to social exclusion. It is here that the teachers and the administrators have to develop a different mindset of the host community towards migrant children. If there is a respect for diversity, individualism, pluralism, multi-culturalism, there are chances of promoting inclusion. The Commission says "Respect for pluralism is one of the basic principles of the Commission's thinking" (UNESCO 1996 p.57). If this is so then education has to offer special programmes for various categories of migrant children and work out a suitable strategy that will give migrant children a sense of security and develop in them fellow feeling and a sense of inclusion. The Commission further stress "In that respect it is important to establish a form of inter cultural education that would genuinely contribute to social cohesion and peace" (p.57)

The Delors report asserts that "Education for pluralism is not just a safeguard against violence but an active principle for the enrichment of cultural and civic life of present day societies". The Commission also asserts that "Devising a form of education suited to different minority groups is a matter of priority" (p 59). This can only be achieved if schools provide special facilities to migrant children and devise curriculum, which has an inbuilt provision of pluralism, multi-culturalism and diversities of the minority groups.

Secondary education curriculum in India from class I to X is undifferentiated one i.e. all students have a common scheme of studies and common content of learning. There are no Ordinary and Advance level course as in U K at this stage nor are there options, which provide choice to students to choose subjects from the given list of subjects.

The spirit of competition is to exclusion and marginalisation. How can competition be eliminated or reduced to minimum is a challenging task and calls for new ways and techniques of evaluation. The Boards of Secondary Education will have to devise ways and means by which exclusion and marginalisation can be reduced. One of the ways in which it can be done is by using semester system and switching on to the grading system. Although both the alternatives suggested above may not totally reduce competition but they would contribute substantially to blunt the sharp edges of competition. It should be reckoned that as early as in 1988 the Curriculum Framework issued by NCERT, advocated for grading system as well as for the semesterisation system but it has not taken place at the secondary level. Still it is now high time that both these suggestions get introduced into system so that children with their cultural and social handicaps can escape from the killing grasp of ruthless competition which leads to marginalisation of migrant children.

One could be bold to suggest some innovative steps in the direction. One step could be to make evaluation system for the migrant children more open and flexible. If it is ensured that the migrant students get evaluated both in cognitive and non-cognitive areas and their achievements in various subjects are shown separately on the Certificate Card migrant students will feel more confident as they would see that they are being evaluated on all aspects of learning, scholastic as well as non-scholastic, cognitive as well as non-cognitive. Further, the present practice of giving a cumulative grade in the form of 1st Division, 2nd Division or 3rd Division should be replaced. If the Certificate Card mentions a student's achievement in various subjects like English, Mathematics, Science, Social Science, Physical Education, Dance, Music, Painting separately etc., and the score are not clubbed together they would provide much more valuable information about the students than what one gets under the cumulative scores. If this procedure is adopted in the evaluation at the secondary level it will provide flexibility especially to migrant children who achieve less in some subjects due to their cultural differences.

Building receptive and responsive climate

If migration studies are to become an integral part of social science curriculum, it will call for building a receptive climate in the school plant. It will also call for specific actions at various levels.

- ⇒ The first action is to ensure that all children of migrant people get admission in schools and colleges. This is very important because, unless it is done migrant children would remain out of school and are likely to create tensions and problems. In many countries where group migrations have taken place, government, non-government and international agencies undertake educational work of such children. It could be seen in Serbia, Israel, Iraq etc. These agencies have opened schools in disturbed areas and have ensured that children of the school going age receive education as well as proper nutrition. In the absence of school building schools run in tents and temporary structures.
- ⇒ The second important thing is to devise curriculum in such a way that children of migrant population do not feel excluded. Migrant children come with many handicaps. There are factors relating to culture and previous learning which hinder achievements of migrant children. The curriculum therefore, has to be thoughtfully designed so that migrant children do not face failures.
- ⇒ The third important factor relates to change of mindset. School children as well as teachers should be so oriented that they do not develop antagonistic feelings about migrant children. Many children of the host countries do not accept migrant children and they need to be properly educated on this issue. Similarly, Teachers also do not give recognition to the problems and difficulties faced by migrant people. It is therefore, necessary that teachers and students are properly briefed about the problems of migrant children so that they do not consider them as unwanted outsiders. In this process besides students and teachers the members of the community and the parents have also to be properly educated. The school may organize programmes for parents and community members and discuss with them problems and issues relating to education of migrant children. The focus of discussions and deliberations in these meetings should converge on:-
 - ☞ Migration is a natural phenomenon.
 - ☞ Migrant people have their own difficulties and problems.
 - ☞ Migrant children have their own learning difficulties and problems.

Another important point is to have programmes for headmasters and school managers to sensitize them towards problems of migrant children. Unless headmasters and school managers are sympathetic towards problems of migrant children, little could be done in promoting migration education. The State Educational Authorities and the curriculum planners will have to be properly oriented towards problems connected with education of migrant children and their assimilation in environment.

Changing the Mindset

Delors Commission talks about Four Pillars of Education i.e. learning to know, learning to do, learning to be and learning to live together. "Living together" is a complex educational goal and its realization depends upon how one looks at the others. It also depends upon what concept an individual has about himself and about others. Do we see each other as isolated and disconnected entities or do we see ourselves as an entity having things common with others. The Indian concept of "Vasudhev kutumbakam" i.e. the world is the family, such a view promotes fellow feeling and enkindles a deep desire to live together.

In national and international documents, tolerance as a moral value needs to be emphasized. Educational experiences should be provided to children with an objective to enhance their tolerance level and help them understand the merits of tolerance and "otherness". However, the value relating to "respecting the others" goes much farther than tolerance. What is needed is to develop in students, respect for otherness rather merely tolerating the differences. This is a very subtle point and educationists must try to give it a practical shape.

Many people have reported that migrant children indulge in crime and violence. This may be true in some cases but not in all cases. Even if they indulge in violence, teachers, and parents, and school administrators must understand the reason behind their acts of violence. The reason is that there is an element of frustration associated with migrant children. The community of students does not absorb them and keep them aloof with a label thus they remain excluded and marginalized. This very element of exclusion develops a tendency of aloofness, which develops frustration, which results into acts of violence. It is therefore, very necessary that education authorities go into the root cause of violence and crimes done by some migrant students. The main cause of violence and misbehaviour has been their exclusion.

Nature of Migration Studies

Curriculum designers will have to coin a suitable word to communicate educational issues and matters relating to migration. It appears to reason that “migration study” will be an appropriate word. It would include types and forms of migration, causes of migration (that is the pull and push factors) and social and cultural consequences of migration.

The contents of migration studies have to be seen in two categories. The first category will be the knowledge base of migration studies where social, economical, political and cultural aspects of migration will be discussed. These would include volume of migration, determinants of migration and consequences of migration. Under economic issues connected with migration, economic structure of migrants with respect to occupation male-female distribution, rural-urban distribution and professional skill distribution may be mentioned. This can be followed by a thorough discussion on economic causes and determinants of migration, the economic consequences of migration which relate to increase or decrease of economic disparities. Many times an argument is labeled against migrants that they assentuate economic disparities. There are ample examples where migrants have massively contributed to the growth of the income of the country of their destination. The social aspect of the volume of migration can be studied in terms of social structures and political and social discrimination. The cultural aspects of migration should be studied so as to know to what extent the culture of migrants promotes or dilutes the culture of the destination country.

Besides building the knowledge base, another aspect that needs attention is building positive attitudes in students and teachers towards migrant children. We have enough stereotype images about migrants. The Marwarees are considered as parasites. The Jews are considered as money minting community. Many people look only to the negative aspect of migration but do not see the positive contributions, which the migrants make to the economy and to the culture of the country.

Any proposal for incorporating migration studies in social science secondary curriculum should touch upon five aspects; content of learning, transactional strategies, evaluation and appraisal procedures, training of teachers and production of instructional materials.

Content of Learning

Under the content learning, social science curriculum at the secondary level should discuss types and forms of migration. It must be mentioned why people migrate within a country from one district to another or from one state to another state and why people migrate from one country to another country. It is at this stage that economical, political and cultural factors should be brought in and discussed.

The migration as a phenomenon has political, economic and social consequences. There are certain situations, which provoke migration situation. In the case of Mother Teresa her migration was the pull factor although India did not offer opportunities for employment nor India offered larger income, but India offered a desirable climate for the work she was interested in. Thus it was the attraction and the lure of special kind of activity, which she wanted to undertake in and around Calcutta. That was the reason which pulled her out of her native country Yugoslavia and brought her to India.

In case of Indian labourers who were taken to British Guiana, migration again happened due to pull factor. They are given to understand that moving out of India would be in their interest and for their good.

In contrast to pull factors, there are push factors which make people migrate from one place to another. Tamils from Sri Lanka have come to India. Bengalis of Bangladesh, Afghans from Afghanistan made their flight from their motherland to India because they faced harsh situations there. The push factors relate to oppressive conditions discriminatory treatment, low employment and catastrophic conditions. Pull factors relate to better employment opportunities, large income, better quality of life, preferable environment and adventure of visiting new places.

Students should also be acquainted with migration streams, rural to rural, rural to urban, urban to urban and urban to rural. Similarly students should be exposed to terms like in-migration, out-migration, net-migration, gross-migration, differential migration etc.

Social consequences of migration have deeper impact and result into exclusion. Children feel isolated. With relevant government rules and regulations, it should be possible to make education reach all migrant children. Migration studies thus could also include a Section on Government policies on Migration

Transactional strategies

Transactional strategies differ in conventional and distance education systems. In conventional and face to face educational system transactional strategies are direct and contiguous, whereas in the open and distance form of education, transactional strategies are indirect and non-contiguous. In the direct contiguous transactional strategies, a teacher should ensure that his/her remarks do not create any negative impression on the sensitivity of the learners. The teacher should try to keep motivation of each children high and should also build up their self-esteem. This is important because migrant children, sometimes, suffer from complex and any unexamined remark may impinge on their self-image.

In open and distance education the instructional lessons should be written in such a manner that migrant children can understand and grasp them fully and also develop their self esteem and increase their motivation. Examples should be such that migrant children can understand them. Therefore, it would be advisable to tryout these lessons, before they are published, on a group of migrant children. Further the special contact sessions may be organized for migrant learners.

Evaluation and appraisal procedures

It is difficult to have two types of evaluation system in any educational establishment. However it needs to be mentioned that without a special provision in evaluation and assessment many migrant children may not do well in summative examinations due to their cultural specificities and previous learning. In the lower classes a non-detention policy must be adopted so far as migrant children are concerned. In secondary classes grading system may be adopted. Other innovations can also be thought of with respect to evaluation of migrant children.

Training of Teachers

Training of teachers must take into account two points namely; how migrant children are to be treated when they are integrated in a common classroom and how the migrant children should be instructed and taught when they form a separate group. In the first case the proper appreciation of specialities of migrant children is the key point. In the second situation, as social-cultural background of migrant children are different from that of the common

students, teacher should teach them rather differently Teachers should give examples from migrant students' background. More individualized work will have to be taken up. Remedial measures will have to be launched. Special tutorial classes may be organized for migrant children. In brief teacher must develop specific competencies to teach migrant children and develop robust commitment to ensure that migrant children are not excluded. These observations also have implications for pre-service and in-service teacher development programmes.

Production of instructional materials.

The term "Instructional packages" have a wider connotation than the term "instructional material" Generally speaking printed modules and textbooks are considered as instructional materials whereas the term Instructional packages include audio-cassettes, television programmes, computer programmes as well as printed materials. Learning packages have to be developed both for migrant students as well as for teachers, who teach them. It would be advisable if self-instructional modules are prepared for the use of migrant students. Instructional packages for teachers should be developed in print as well as in non-print form, which will include programmes on television, audio players and computers.

Integrating migration education in secondary school curriculum in India will have to follow a set procedure. As education is on the Concurrent List, both the State Governments and the Central Government jointly decide on various aspects of curriculum to be used at the school level. The Central Government develops Curriculum Framework while it is the prerogative of the States to develop Curriculum per se and the syllabus. If anything is to be put in secondary school curriculum, it must be properly reflected in the Framework and then the steps may be taken to put it in curriculum as well as in the syllabus

The Curriculum Framework (1988) as well as the Discussion Document on the Curriculum Framework (NCERT 1999) make a provision to introduce population education at the secondary school level. As migration forms an important aspect of population education, it can easily be amalgamated with population education . Thus so far as Curriculum Framework (1988) is concerned it gives a green signal for the inclusion of migration education. It is now with the State and Boards of Secondary Education to include it in secondary level social science curriculum. The Curriculum Framework (1988) says; "The school curriculum while

enabling the pupil to root oneself in the abiding national cultural traditions and value frame, should also enable him/her to learn and appreciate the richness and to see himself/herself as a member of the new and emerging international community of mankind”.

The above assertion is a good indicator to design an inclusive curriculum on migration, which would promote international outlook. The same point gets reiterated in the NCERT (1999-p.8) Curriculum Framework Discussion Document. The Document observes, “Equality in education requires personalized pedagogy, an attentive investigation into individual aptitudes. Compensatory and remedial measures in education to suit the needs of the deprived, the disadvantaged and the challenged, with an idea to bring them at par with other pupils, assume special importance. Access to education of a comparable quality irrespective of gender, caste, creed, location shall have to become an important guiding principle. The Curriculum Framework further observes (NCERT 1999 – p.9). “Education can also help to achieve social cohesion by preparing pupils for ‘learning to live together’, a concept which in the Indian tradition has been hailed as *Sehridya Sarvhutanam*. ... Learning to live together requires to ensure that social conditions, prejudices within the society and the community are dealt with utmost sensitivity and with understanding”.

Migration education can be introduced in History, Geography, Civics and Economics. In the History textbooks the various group migration events may be mentioned along with their social repercussions. In economics, those aspects may be highlighted, which prompt migration. In Civics, legal and social aspects of migration may be examined that have repercussions on law and order. In Geography “in” and “out” migration may be highlighted. The inter-State flow of migration and intra-State flow of migration may be discussed with a view to highlight migration selectivity and the pattern of flow; urban-rural, rural-urban, urban-urban and rural-rural.

The ideals of a harmonious and a cohesive human society are the most cherished goals of our times. The UNDP conception of development of the people, for the people, by the people cannot be achieved unless all learners whether they are from the migrant community or from the host community are given good quality education which emphasizes tolerance, understanding, mutual respect, love and Ahimsa.

Annexure - III

National Workshop on Integrating Migration Education into Social Science Curriculum at Secondary School (November 13-14, 2000)

List of Participants

Sr. Name & Address
No.

Sr. Name & Address
No

UNESCO

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| <p>19. Sh. Krishan Kumar
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| <p>22. Sh. N.A.Wani
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State Institute of Education
Srinagar, Kashmir</p> | <p>23. Prof. Sanghmitra S. Acharya
Assistant Professor
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New Delhi – 110067</p> |
| <p>24. Sh. Binay Kumar Nath
Joint Director
S.C.E.R.T.
Assam.</p> | |

**National Workshop on Integrating
Migration Education into
Social Science Curriculum at Secondary School
(November 13-14, 2000)**

Venue : Conference Hall
Zakir Hussain Block
NIE Campus, New Delhi

November 13, 2000 (Monday)

10.00 – 11.00	.	Inauguration of the Workshop
11.00 – 11.30	.	Tea Break
11.30 - 13.00	.	Introduction of Migration Studies in Social Science : Prof. Aslam Mahmood (J.N.U.)
13.00 – 14.00	:	Lunch Break
14.00 – 15.30	.	Panel Discussion followed by Formation of Groups in Economics, Sociology, Geography, History and Political Science
15.30 - 16.00	:	Tea Break
16.00 - 17.00	:	Group Work

November 14, 2000 (Tuesday)

10.00 – 11.30	.	Group Work to continue
11.30 – 12.00	.	Tea Break
12.00 – 13.00	.	Panel Discussion
13.00 - 14.00	.	Lunch Break
14.00 - 15.00	:	Group wise presentation of reports.
15.00 – 15.30	:	Valedictory Session
15.30 - 16.00	.	Tea Break
1600 – 17.00	.	Disbursement of TA/DA

List of the Members of the Core Groups

History and Civics

1. Prof. E. Haq, Professor, Centre for the Study of social System, School of Social Sciences, Jawaharlal Nehru University, New Delhi.
2. Mrs. Santhosh Nagar, Teacher, Kendriya Vidyalaya , NMR, New Delhi.
3. Prof. B. A. Dhar, Dy. Director (Academics), J & K State Board of School Education, Srinagar.
4. Prof. S. S. Sahni, Principal, State Institute of Education, Jammu, Jammu and Kashmir.
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